




<div>1</div> Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?		
Relevant UIP Element	Topic	Meets Expectations
Brief Description	Demographics and Context	Includes a description of school's/district's demographics and relevant contextual information about school/district (e.g., number of students served; student demographics, including disaggregated groups)
	Stakeholder Input and Involvement 	Describes how a variety of stakeholders (including principals and other school/district leaders, teachers and school/district staff, parents and families, and the School/District Accountability Committee) were meaningfully involved in UIP development.
EASI Grant <i>For grantees who received a diagnostic review</i>	Integration of evaluation	Describes how the results of the diagnostic review have informed the improvement plan.
ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted ¹ Schools	Multiple opportunities for stakeholder engagement. 	Describes stakeholders as active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, reviewing reasons for school improvement identification, helping use data trends to prioritize improvement strategies).
	Stakeholders and Identification 	UIP clearly demonstrates that stakeholders were made aware of reasons for ESSA identification, reviewed performance of related indicators, and provided input on strategies or interventions related to identification.
Title I Schoolwide Program <i>(if documenting Schoolwide requirements in UIP)</i>	Stakeholder Engagement	Provides a description of how stakeholders (e.g., school leaders, teachers, parents) were meaningfully involved in the development of the plan.

¹ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.